

Kansas Performance Teaching Portfolio [KPTP] Scoring Rubric

Task #1 - Contextual Information and Learning Environment Factors

	1 Unacceptable	2 Developing	3 Target	
Focus Area A	Criteria Not Met Ineffective, minimal, little or no evidence	Criteria Partially Met Limited, uneven evidence	Criteria Met Clear and Convincing, appropriate, consistent, effective	Score
Standard 2 Educator demonstrates an understanding of how individuals learn and develop intellectually, socially, and personally and provides learning opportunities that support this development.	Responses include: Incomplete or ineffective intellectual, social, and personal developmental influences on learning. Minimal or inappropriate information about the characteristics of the community, district, school, and/or class. Minimal or inappropriate implications for instruction.	Responses include: Limited intellectual, social, and personal developmental influences on learning. Limited information about the characteristics of the community, district, school, and/or class. Limited implications for instruction.	Responses include: Multiple intellectual, social, <u>and</u> personal developmental influences on learning. Detailed and appropriate information about the characteristics of the community, district, school, and/or class. Detailed and appropriate implications for instruction.	
Standard 3 Educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on developmental levels, and that are adapted to diverse learners including those with exceptionalities.	Responses for 2 focus students provide: Incomplete or inappropriate references to student characteristics, including but not limited to prior learning, culture, language, exceptionality, family values, and community values. Minimal or inappropriate implications for instruction.	Responses for 2 focus students provide: Limited references to student characteristics, including but not limited to prior learning, culture, language, exceptionality, family values, and community values. Limited implications for instruction.	Responses for 2 focus students provide: Detailed and appropriate references to student characteristics, including but not limited to prior learning, culture, language, exceptionality, family values, and community values. Detailed and appropriate implications for instruction.	

Focus Area D	Criteria Not Met Ineffective, minimal, little or no evidence	Criteria Partially Met Limited, uneven evidence	Criteria Met Clear and Convincing, appropriate, consistent, effective	Score
Standard 5 Educator uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.	Responses provide: Incomplete or inappropriate strategies for the whole class to promote an environment conducive to positive student learning. Inappropriate or no strategies for the selected subgroup to become self-motivated and work productively and cooperatively. Minimal, inappropriate or no strategies for the selected focus students to become self-motivated and work productively and cooperatively.	Responses provide: Limited strategies for the whole class to promote an environment conducive to positive student learning. Limited strategies for the selected subgroup to become self-motivated and work productively and cooperatively. Limited strategies for the selected focus students to become self-motivated and work productively and cooperatively.	Responses provide: Multiple, detailed and appropriate strategies for the whole class to promote an environment conducive to positive student learning. Strategies should address self-motivation, positive relationships, positive classroom behavior, cooperation, and purposeful learning. Detailed and appropriate strategies for the selected subgroup to become self-motivated and work productively and cooperatively. Detailed and appropriate strategies for the selected focus students to become self-motivated and work productively and cooperatively.	

Task # 2 - Designing Instruction

	1 Unacceptable	2 Developing	3 Target	
Focus Area A	Criteria Not Met Ineffective, minimal, little or no evidence	Criteria Partially Met Limited, uneven evidence	Criteria Met Clear and Convincing, appropriate, consistent, effective	Score
Standard 1 Educator demonstrates the ability to use central concepts, tools of inquiry, and structures of each	Responses provide: Objectives are not grade level and age appropriate; are not tied to curricular standards.	Responses provide: Objectives are unevenly tied to curricular standards and grade level appropriate or inaccurate	Responses provide: The majority of the objectives are grade level and age appropriate; are clearly tied to curricular standards.	

discipline he or she teaches and can create opportunities that make these aspects of subject matter meaningful for all students.	Objectives do not accurately include major concepts of the discipline. Instructional activities provide minimal opportunities to make subject matter meaningful for all students.	connections are made. A limited number of the objectives include major concepts of the discipline. Instructional activities create limited opportunities that make subject matter meaningful for all students.	Objectives accurately include major concepts of the discipline. Instructional activities consistently create opportunities that make subject matter meaningful for all students.	
Standard 2 Educator demonstrates an understanding of how individuals learn and develop intellectually, socially, and personally and provides learning opportunities that support this development.	Responses provide: The instructional design does not demonstrate an understanding of how individuals learn and the range of individual variations within the classroom. The instructional design does not include instructional activities that are developmentally appropriate and does not have appropriate adaptations to meet the needs of all learners.	Responses provide: The instructional design addresses limited understanding of how individuals learn and the range of individual variations within the classroom. The instructional design includes limited instructional activities that are developmentally appropriate and/or has limited or inappropriate adaptations to meet the needs of all learners.	Responses provide: The instructional design is appropriate and addresses how individuals learn and the range of individual variations within the classroom. The instructional design includes instructional activities that are developmentally appropriate and has appropriate adaptations to meet the needs of all learners.	
Focus Area B	Criteria Not Met Ineffective, minimal, little or no evidence	Criteria Partially Met Limited, uneven evidence	Criteria Met Clear and Convincing, appropriate, consistent, effective	Score
Standard 3 Educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on developmental levels, and that are adapted to diverse learners including those with exceptionalities.	Responses provide: The instructional design provides minimal variety in or equitable approaches to learning opportunities. The instructional design contains no adaptations and differentiations.	Responses provide: The instructional design is limited in providing different or equitable approaches to learning. The instructional design includes partially appropriate adaptations or differentiations.	Responses provide: The instructional design provides different approaches to learning, as well as equitable opportunities for all students. The instructional design includes clear evidence of appropriate adaptations and differentiations to meet the needs of all students.	

<p>Standard 4 Educator understands and uses a variety of appropriate instructional strategies to develop various kinds of students' learning including critical thinking, problem solving, and reading.</p>	<p>Responses provide:</p> <p>The instructional design does not include a variety of appropriate instructional activities and strategies and does not include both teacher-centered and student-centered models of instruction.</p> <p>The instructional design does not incorporate instructional strategies that require critical thinking and problem solving.</p>	<p>Responses provide:</p> <p>The instructional design identifies limited variety of appropriate instructional activities and strategies and may fail to include both teacher-centered and student-centered models of instruction.</p> <p>The instructional design incorporates instructional strategies that require critical thinking and problem solving, but they are not tied to the unit objectives.</p>	<p>Responses provide:</p> <p>The instructional design identifies a variety of appropriate instructional activities and strategies and includes both teacher-centered and student-centered models of instruction.</p> <p>The instructional design incorporates appropriate instructional strategies that require critical thinking and problem solving related to the unit objectives.</p>	
<p>Standard 7 Educator plans effective instruction based upon the knowledge of all students, community, subject matter, curriculum outcomes, and current methods of teaching reading.</p>	<p>Responses provide:</p> <p>The instructional design is not based on student knowledge, community resources, and/or subject matter.</p> <p>The instructional design does not create a bridge between curriculum goals and students' experiences.</p> <p>No alignment exists between objectives, instructional activities and assessments.</p> <p>Reading strategies are not used in the unit.</p>	<p>Responses provide:</p> <p>The instructional design is partially based on student knowledge, community resources, and/or subject matter.</p> <p>The instructional design creates a limited connection between curriculum goals and students' experiences.</p> <p>While some alignment exists, it is unevenly aligned between objectives, instructional activities <u>and</u> assessments.</p> <p>Reading strategies are described in the overall unit plan but are limited in enhancing instruction.</p>	<p>Responses provide:</p> <p>The instructional design is based on student knowledge, community resources, and subject matter.</p> <p>The instructional design creates an effective bridge between curriculum goals and students' experiences.</p> <p>The alignment between objectives, instructional activities <u>and</u> assessments is clear.</p> <p>Reading strategies are described in the overall unit plan and at least one of the detailed lesson plans incorporates a detailed reading strategy that enhances the content.</p>	

Standard 11 Educator understands the ability to integrate across and within the content fields to enrich curriculum, develop reading and thinking skills, and facilitate all students' abilities to understand relationships between subject areas.	Responses provide: The instructional design does not integrate content across or within field.	Responses provide: There is limited evidence that the instructional design creates learning experiences which integrate content within and across subject areas.	Responses provide: There is clear evidence that the instructional design creates learning experiences which integrate content within and across subject areas.	
Standard 12 Educator understands the role of technology in society and demonstrates skills using instructional tools and technology to gather, analyze, and present information, enhance instructional practices, facilitate professional productivity and communication, and help all students use instructional technology effectively.	Responses provide: Teacher use of technology is not evident in the instructional design or is not effective. Student use of technology is not evident in the instructional design or is not used effectively. Technology strategies are not used in the unit.	Responses provide: Teacher use of technology is evident in the instructional design; however effectiveness is limited. Student use of technology is evident in the instructional design; however effectiveness is limited. Technology strategies are described in the overall unit plan.	Responses provide: Effective teacher use of technology is evident in the instructional design and clearly enhances instruction. Effective student use of technology is evident in the instructional design and clearly enhances student learning. Technology strategies are described in the overall unit plan and at least one of the detailed lesson plans incorporates a detailed technology strategy that enhances the content.	
Focus Area E	Criteria Not Met Ineffective, minimal, little or no evidence	Criteria Partially Met Limited, uneven evidence	Criteria Met Clear and Convincing, appropriate, consistent, effective	Score
Standard 8 Educator understands and uses formal and informal assessment strategies to evaluate and ensure the continual intellectual, social,	Responses provide: The instructional design includes pre-assessments and summative assessments that do not align with the unit objectives.	Responses provide: The instructional design includes pre-assessments and/or summative assessments that align with the objectives.	Responses provide: The instructional design includes pre-assessments and summative assessments that align with unit objectives.	

and other aspects of personal development of all learners.	<p>The instructional design does not have formative assessments that are aligned to the unit's objectives.</p> <p>The assessment plan does not include a description of how the results of the assessments will be used.</p> <p>Neither detailed lesson plan includes formative assessments or adaptations.</p>	<p>The instructional design has some formative assessments that are partially aligned to the unit's objectives.</p> <p>The assessment plan includes a limited description of how the assessment results will be used.</p> <p>One of the two detailed lesson plans includes formative assessments and/or adaptations.</p>	<p>The instructional design has formative assessments that are clearly aligned to all of the unit's objectives.</p> <p>The assessment plan includes a clear description of how the results of the assessments will be used.</p> <p>Each of the two detailed lesson plans includes formative assessments and adaptations or gives an explanation why they are not necessary.</p>	
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Task #3 - Teaching and Learning

	1 Unacceptable	2 Developing	3 Target	
Area C	Criteria Not Met Ineffective, minimal, little or no evidence	Criteria Partially Met Limited, uneven evidence	Criteria Met Clear and Convincing, appropriate, consistent, effective	Score
Standard 4 Educator understands and uses a variety of appropriate instructional strategies to develop various kinds of students' learning including critical thinking, problem solving, and reading.	<p>Responses provide:</p> <p>Minimal teaching and learning strategy used, or strategies are not appropriate for students' diverse contextual factors and reading abilities.</p> <p>Minimal teaching and learning strategies used or strategies do not meet the diverse cognitive, social, and emotional needs of all learners.</p> <p>Instructional strategies used are not aligned with content and learning objectives being taught.</p>	<p>Responses provide:</p> <p>Limited number of teaching and learning strategies used but are not always appropriate for students' diverse contextual factors and reading abilities.</p> <p>Limited number of teaching and learning strategies used, but strategies do not consistently meet the diverse cognitive, social, and emotional needs of all learners.</p> <p>Instructional strategies are aligned with content but not all learning</p>	<p>Responses provide:</p> <p>Uses a variety of teaching and learning strategies that are appropriate for students' diverse contextual factors and reading abilities.</p> <p>Uses multiple teaching and learning strategies to meet the diverse cognitive, social, and emotional needs of all learners.</p> <p>Uses instructional strategies that are aligned with content and learning objectives being taught.</p> <p>Monitors and adjusts strategies in response</p>	

	<p>Does not monitor student learning.</p> <p>Students are not engaged in active inquiry or higher level thinking.</p>	<p>objectives being taught OR Instructional strategies are aligned with learning objectives, but not appropriate for the content being taught.</p> <p>Monitors student learning, but does not adjust instructional strategies in response to learner feedback.</p> <p>Students are engaged in active inquiry, but not higher level thinking OR students are engaged in higher level thinking, but not active inquiry.</p>	<p>to learner feedback (pre-assessment data, formative assessments).</p> <p>Uses teaching practices to meaningfully engage students in active inquiry and higher level thinking (i.e. questioning concepts, developing learning strategies, seeking resources, conducting independent investigations).</p>	
<p>Standard 11</p> <p>Educator understands the ability to integrate across and within the content fields to enrich curriculum, develop reading and thinking skills, and facilitate all students' abilities to understand relationships between subject areas.</p>	<p>Responses provide:</p> <p>The ability to integrate across and within content fields is not demonstrated.</p>	<p>Responses provide:</p> <p>Demonstrates the ability to integrate across or within the content fields but integration does not support learning.</p>	<p>Responses provide:</p> <p>Demonstrates the ability to integrate across and within content fields. Integration supports learning.</p>	
<p>Standard 12</p> <p>Educator understands the role of technology in society and demonstrates skills using instructional tools and technology to gather, analyze, and present information, enhance instructional practices, facilitate professional productivity and communication, and help all</p>	<p>Responses provide:</p> <p>Does not incorporate technology</p>	<p>Responses provide:</p> <p>Incorporates technology and justifies its enhancement of instructional practices, but does not help all students use instructional technology effectively OR helps all students use instructional technology effectively, but use did not enhance instruction OR infrequent use of technology with little</p>	<p>Responses provide:</p> <p>Incorporates technology and justifies the use of technology to enhance instructional practices, and help all students use instructional technology effectively.</p>	

students use instructional technology effectively.		impact on student learning		
Focus Area D	Criteria Not Met Ineffective, minimal, little or no evidence	Criteria Partially Met Limited, uneven evidence	Criteria Met Clear and Convincing, appropriate, consistent, effective	Score
Standard 5 Educator uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.	Responses provide: No clear evidence to support maintaining an environment that includes independent and/or group participation to encourage positive social interaction, equitable engagement, and self-motivation of all students. A minimal range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom were used and not all were effective.	Responses provide: Limited evidence to support maintaining an environment that includes independent and/or group participation to encourage positive social interaction, equitable engagement, and self-motivation of all students. A range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom were used, but not all were effective.	Responses provide: Maintains an environment that includes independent and/or group participation to encourage positive social interaction, equitable engagement, and self-motivation of all students. Uses a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom.	
Focus Area E	Criteria Not Met Ineffective, minimal, little or no evidence	Criteria Partially Met Limited, uneven evidence	Criteria Met Clear and Convincing, appropriate, consistent, effective	Score
Standard 8 Educator understands and uses formal and informal assessment strategies to evaluate and ensure the continual intellectual, social, and other aspects of personal development of all learners.	Responses provide: Variety of assessment techniques are not evident. Variety of assessment types are not evident. Data are <u>not</u> disaggregated or used to improve instruction OR data are <u>not</u> provided.	Responses provide: More than one type of assessment is given, but there is no evidence showing that resulting data were used to improve instructional practice. Data are disaggregated, but not used to inform or improve	Responses provide: Used a variety of informal and formal assessment techniques (i.e. portfolios, multiple choice, short answer, essay, observations, performance assessments, student self-reflections). Disaggregated data were analyzed, and assessment results used to inform and	

	Assessment is <u>not</u> used to inform or improve instruction for focus students.	instruction. Assessment is used and explained, but did not address the two focus students' needs; OR did not result in relevant modification; OR assessment is used and explained for only one focus student.	improve instruction. As a result of assessment results, monitors teaching strategies in relation to focus students' success; modifies plans and instructional approaches accordingly.	
Focus Area F	Criteria Not Met Ineffective, minimal, little or no evidence	Criteria Partially Met Limited, uneven evidence	Criteria Met Clear and Convincing, appropriate, consistent, effective	Score
Standard 9 Educator is a reflective practitioner who continually evaluates the effects of his or her choices and actions students.	<p>Responses provide:</p> <p>Reflection demonstrates a minimal or ineffective ability to reflect on the implementation and outcomes of the daily instruction in relation to the impact on the whole class and the focus students.</p> <p>Reflection of the lesson observation/video recording minimally identifies the positive impact for learning in regard to the instructional strategies used. Or reflection is absent.</p> <p>Reflection of the lesson observation/video recording minimally identifies the positive impact for learning in regard to the overall classroom environment.</p> <p>Evidence demonstrates a minimal or nonexistent reflection of all three types of assessments used based on the results achieved for the learning goals and objectives set for students.</p>	<p>Responses provide:</p> <p>Reflection demonstrates a limited ability to reflect on the implementation and outcomes of the daily instruction in relation to the impact on the whole class and the focus students.</p> <p>Reflection of the lesson observation/video recording is limited in identifying the positive impact for learning in regard to the instructional strategies used.</p> <p>Reflection of the lesson observation/video recording is limited in identifying the positive impact for learning in regard to the overall classroom environment.</p> <p>Evidence demonstrates a limited reflection of all three types of assessments used based on the results achieved for the learning goals and objectives set for students.</p>	<p>Responses provide:</p> <p>Reflection demonstrates a consistent and thorough ability to reflect on the implementation and outcomes of the daily instruction in relation to the impact on the whole class and the focus students.</p> <p>Reflection of the lesson observation/video recording clearly and effectively identifies the positive impact for learning in regard to the instructional strategies used.</p> <p>Reflection of the lesson observation/video recording clearly and effectively identifies the positive impact for learning in regard to the overall classroom environment.</p> <p>Evidence demonstrates an effective and convincing reflection of all three types of assessments used based on the results achieved for the learning goals and objectives set for students.</p>	

Task #4 - Reflection and Professionalism

	1 Unacceptable	2 Developing	3 Target	
Focus Area F	Criteria Not Met Ineffective, minimal, little or no evidence	Criteria Partially Met Limited, uneven evidence	Criteria Met Clear and Convincing, appropriate, consistent, effective	Score
Standard 9 The educator is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community), actively seeks out opportunities to grow professionally, and participates in the school improvement process (Kansas Quality Performance Accreditation).	Responses provide: Reflection does not identify learner objectives where students were successful and/or provides no rationale for success. Reflection does not identify learner objectives where students were less than successful and/or provides no rationale for lack of success. Reflection does not identify or discuss strategies to extend instruction for successful learner objectives. Reflection does not identify or discuss strategies to improve instruction on less than successful learner objectives. Adaptations for instructional changes were insufficient or missing. No goals for professional growth were identified, OR goals did not emerge from teaching the unit.	Responses provide: Reflection identifies one learner objective where students were successful and provides rationale for success. Reflection identifies one learner objective where students were less than successful and provides rationale for lack of success. Reflection identifies and discusses one strategy to extend instruction for successful learner objectives. Reflection identifies and discusses one strategy to improve instruction on less than successful learner objectives. Limited adaptations for instructional changes were identified with minimal discussion provided. One goal for professional growth that emerged from teaching this unit was identified.	Responses provide: Reflection identifies two learner objectives where students were successful and provides rationale for success. Reflection identifies two learner objectives where students were less than successful and provides rationale for lack of success. Reflection identifies and discusses two or more strategies to extend instruction for successful learner objectives. Reflection identifies and discusses two or more strategies to improve instruction on less than successful learner objectives. Multiple adaptations for instructional changes were provided and discussed. Two goals for professional growth that emerged from teaching this unit were identified.	

<p>Standard 10 Educator fosters collegial relationships with school personnel, parents, and agencies in the larger community to support all students' learning and well-being.</p>	<p>Responses provide:</p> <p>Documentation provides limited or no information on communication with students, parents, community members and other professionals or omits one or more categories.</p> <p>Reflection on the impact of communications made in regard to student learning is insufficient or missing.</p>	<p>Responses provide:</p> <p>Documentation provides a general description of communication with students, parents, community members and other professionals.</p> <p>Minimal reflection on the impact of communications made in regard to student learning is provided.</p>	<p>Responses provide:</p> <p>Documentation provides a specific description of communication with students, parents, community members and other professionals.</p> <p>Insightful reflection on the impact of communications made in regard to student learning is provided.</p>	
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